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ABSTRACT

The Wisconsin Technical College System Board Phase V Equity Staff Development project continued staff development efforts to eliminate bias and stereotyping in vocational education. Based upon evaluations indicating a need for a postsecondary equity training model, five technical college equity representatives attended two planning sessions to discuss strategies for development of an equity action research model. A vision statement, mission statements, and goals were formulated. Following two meetings, the project director developed a draft course, Creating an Inclusive Educational Environment (CIEE). Consensus of focus groups was that a great impact on equity awareness had occurred as a result of the adapted Gender/Ethnic Expectations and Student Achievement course and this effort should be continued. Four technical colleges conducted staff development training classes with 56 participants. An Equity Action Research Workshop was offered as a preconference to the Governor's Employment and Training Conference in April 1996. This workshop provided opportunities for 44 persons in the trades, technical colleges, and community-based organizations to discuss programs designed to increase and support women's employment in the skilled trades. (Appendixes include the following: CIEE rationale, vision statement, course outline, and lesson plans; focus group discussions; and Wisconsin Nontraditional Employment for Women Roundtable Meeting agenda and discussion synopsis and notes.) (YLB)

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ED 395 213

FINAL REPORT

Wisconsin Technical College System Board Equity Staff Development Workshops and Services - Phase V

by

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and
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June 30, 1996

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Table of Contents

Acknowledgments i

Introduction 1

Project Objectives 2

- Objective 1 2
- Objective 2 3
- Objective 3 3
- Objective 4 4

Summary 5

Recommendations 5

List of Appendices

Appendix A: Creating an Inclusive Educational Environment
-Rationale
-Vision Statement

Appendix B: Creating an Inclusive Educational Environment
-Course Outline
-Lesson Plans

Appendix C: Focus Group Discussions
-Northcentral Technical College Minutes
-Fox Valley Technical College Minutes
-Transforming the College Classroom

Appendix D: Wisconsin Nontraditional Employment for Women Roundtable Meeting
-Agenda
-Discussion Synopsis
-Initiative Discussion Notes

Wisconsin Technical College System Board
Equity Staff Development Workshops and Services
Phase V

Introduction

The Wisconsin Technical College System Board (WTCSB) Phase V Equity Staff Development project continued staff development efforts to eliminate bias and stereotyping. The ultimate goal is to provide a model of structural reform where the structure of courses, pedagogical techniques, institutional climate and system for recruitment and retention will co-exist with a supportive administrative structure; that is where the regular support of departments and programs provide mechanisms to support the achievement of all students. One of the objectives of equity staff development is to put equity issues on everyone's desk. It is the instructor in the classroom who has a lasting effect upon the student.

Specific staff development goals to help districts develop a community of persons to address gender equity issues over time are:

- Provide gender equity professional development activities to include, but not be limited to: ethnic, racial, disadvantaged, disabled and seniors.
- Provide statewide and/or regional equity inservice.
- Assure the use of gender fair language, methods to eliminate gender bias, and gender fair curriculum units.
- Inservice faculty for sensitivity to diversity and raised awareness of their responsibility for an equitable environment.

Project activities were designed to address these goals. "Creating an Inclusive Educational Environment" (CIEE), a staff training model designed to help technical college staff use peer coaching, mentoring and observation to reflect on student/staff interactions, was developed using the Wisconsin Instructional Design System software (WIDS). This model is in the draft stage and was presented to technical college personnel attending two different focus sessions. The consensus of the two groups was that the course has created an impact within many of the colleges and that the methodology used was a great way to learn.

The strength of CIEE is that it is action research, enhancing the activity, not rating the instructor. The problems encountered in continuing to offer this type of training activity without Carl Perkins funding is that instructors are not compensated monetarily or with time. Focus group participants discussed the possibility of including this course in the revision of the WTCSB Educational Diversity Certification Course currently in revision. The consensus was that inclusion would ensure the continuation of CIEE, but concern was expressed that the personal reflective process used might be lost when incorporated into the certification course. The possibility of inclusion will be discussed with the WTCSB Certification Officer and additional materials will be added to the draft CIEE course during the 1996-97 project year.

Four technical college districts continued to offer one UW-Stout graduate credit for persons taking the Gender/Ethnic Expectations and Student Achievement (GESA) course. Adaptations were made by instructors to make it applicable to the postsecondary system. A total of 59 persons took the course with a total of 265 persons involved in the training.

A roundtable meeting was conducted, in conjunction with the Governor's Employment and Training Conference, for persons who help women become employed in occupations nontraditional to their gender. Forty-four persons participated in the discussions regarding opportunities and strategies for helping women access higher wage occupations. Evaluations indicated it was very helpful to meet and network with the many different organizations involved. A survey indicated that participants wanted additional meetings in a subsequent year.

The project director also cooperated with the Wisconsin Equity Cadre project director in planning and conducting meetings throughout the state for K-12, postsecondary and Cooperative Educational Service Agency (CESA) personnel.

The format for this report includes the project objectives, a description of how each objective was developed and met, summary, recommendations and appendices. The draft CIEE model and NTO Roundtable discussion notes are included in the appendices. Equity Staff Development Workshops and Services Curriculum Guide Books and Action Plans for GESA are on file at the Center for Vocational, Technical and Adult Education (CVTAE), 103 1st Avenue West, SHC Building, UW-Stout, Menomonie, WI 54751, (715) 232-1395.

Project Objectives

Objective 1: Develop a postsecondary gender equity teacher training model through research, focus groups and collaboration with other states; including pedagogy, activities and examples appropriate to the technical college system.

Based upon evaluations indicating a need for a postsecondary equity training model, five technical college equity representatives attended two planning sessions to discuss strategies for development of an equity action research model. Discussion centered around the fact that an inclusive college environment includes all college staff from administrators to support staff. A vision statement, four mission statements and goals were formulated. (Appendix A)

Following the two meetings, the project director developed a draft course, "Creating an Inclusive Educational Environment" (CIEE). This model, with several revisions, is still in the developmental stage. The concern is that the potential of limited federal funding for equity issues would limit the future use of this type of staff development. A meeting was held with Minnesota State personnel involved in planning staff development curriculum. Curriculum was shared, though the focus of the Minnesota model was primarily K-12. (Appendix B)

Subsequently, focus groups were conducted to determine if technical college support would be available if a model was developed and distributed. The consensus was that a great impact on equity awareness had occurred as a result of the adapted GESA training and that it was important to continue the effort. With limited funding, current instructors are not given compensatory time or money to conduct the classes. All felt that the experience of observing personal interaction behaviors and assessing how they reacted within a given situation was very valuable. The free-flowing discussion, peer interactions, coaching, and commitment to self-improvement made a difference in personal perceptions of bias and stereotyping behaviors. The strength of this course is that it is action research, enhancing the activity, not rating the instructor. The concern is how to continue offering the course when support is withdrawn.

An alternative to continued grant-funded gender equity staff development is to incorporate the CIEE model lesson plans with learning activities into the revised Educational Diversity Certification Course. This option will be presented to the WTCSB Certification Officer for approval and possible acceptance by the WTCSB Certification Committee. These options will be explored in the project year 1996-97. (Appendix C)

Objective 2: Provide statewide staff development training to district personnel and DPI Cadre members in the process of Equity Action Research and offer one UW-Stout credit to WTCS district GESA workshop participants.

Four technical colleges conducted classes with 56 participants. Action plans submitted by the participants indicated they had an increased understanding of equity issues and liked the class structure with peer coaching, free-flowing discussions, and use of the reflective thinking process. All said they benefited from the activities even though they considered themselves free of biases. The consensus was that this type of staff development would be beneficial to all technical college staff, but it is often those already concerned with equity issues that take the course. Options will be explored to make the course offering available to additional technical college staff.

An Equity Action Research Workshop was offered at the Spring Equity Cadre Meeting with 49 participants. Many participants requested networking opportunities to share the results of individual research projects. A discussion listserv will be activated through the UW-Stout Integrated and Applied Curricula project to provide networking services.

Objective 3: Provide Wisconsin Nontraditional Roundtable Meeting for women employed in nontraditional occupations.

A roundtable workshop was offered as a preconference to the Governor's Employment and Training Conference in April, 1996 with forty-four persons attending. This workshop provided opportunities for persons in the trades, technical colleges, and community-based organizations to discuss programs designed to increase and support women's employment in the skilled trades. It gave participants the opportunity to discuss strategies and share programs to assist women in obtaining employment in higher wage occupations. Discussion minutes are included in the appendix. (Appendix D)

Small group roundtable meetings addressed five different issues. The Federal/State Transportation Initiative group discussed ways to increase minority and female employment in road building. The Milwaukee initiative, through accessing the Interstate System Transportation Education Agency (ISTEA) funds, has been very successful. Questions were raised as to how other areas of Wisconsin could access the funds to assist women in transportation employment. The Federal guidelines for female employment has not been met and the grants are available for another year. Suggestions were made that employers were the key and needed to be involved in training and funding.

The group discussing options for nontraditional employment in Welfare Works (W2) and Partnerships for Full Employment reviewed the information available. Positive attributes of the new legislation were the links formed between employers and community-based organizations (CBO) with the CBO's working to eliminate duplication of services. Other positive factors are that Job Service Agencies play a major role and women are going to work faster with the push to employment. There were many more negative than positive factors listed i.e., restricted training, limited wages, and type of positions available.

The apprenticeship discussion considered nontraditional employment initiatives and options. The challenges faced are that employers are not involved with enough training along with the negative attitudes of parents and society. There is a need for career planning with aptitude and interest inventories. Success factors required a mentor or support group, introduction to or training for working in the trades and the desire to work. Successful models are the Chicago Federal Project; Madison Area Technical College, "Tools for Tomorrow"; and the "Mechanical Technical Aptitude" class at Fox Valley Technical College.

One-Stop Job Centers are currently being formed in Wisconsin. Suggestions were made that software programs be enhanced to include NTO standards and prompts. A suggestion was made that a strong network needs to be developed to work with the local collaborative planning teams, postsecondary institutions, JTPA and other organizations. A "Tool Kit" has been developed through a grant in Milwaukee and this would be useful in training people who staff the Job Centers.

The School-to-Work discussion group advocated early career education starting as early as kindergarten. They also discussed creating an ad hoc coalition to identify all NTO career counseling information and bring all involved groups together to focus on NTO.

The afternoon sessions discussed what resources are available for future NTO employment and incorporating NTO training and employment as a key component in future legislation regarding block grants and other legislation. Job Centers, STW, Apprenticeships and partnerships with industry were seen as important to sustaining NTO. Strategies included mandating inclusion of NTO standards and performance outcomes in Job Center information, forming coalitions with local agencies, creating statewide curriculum workshops, staff development using the "Tool Kit" developed in Milwaukee, and becoming advocates through legislative and community activities.

Participants requested additional meetings as cooperation and coordination between agencies will be essential to assisting women achieve self-sufficient status as wage earners. (Appendix D)

Objective 4: Work with the WTCSB Equity Advisory Committee to continue designing and implementing a systematic approach to infuse equity concepts into existing staff development and curriculum development activity.

The project director worked with the WTCSB Equity Consultant and the Wisconsin Department of Public Instruction consultant, staff, and project director to provide staff development in equity issues, attend state and national meetings, and carry out state initiatives. Achievement of the project objectives and collaboration among the various state initiatives increased the effectiveness of equity efforts to raise awareness of the need for women's access to skill training in order to enter higher wage occupations thus achieving self-sufficiency.

Summary

Staff development efforts focused on:

- Researching and developing "Creating an Inclusive Educational Environment" (CIEE) model using the Wisconsin Instructional Design System (WIDS) format.
- Collaboration with other state initiatives in staff development efforts.
- Conducting focus groups to determine appropriate methods to assure continued equity staff development efforts by technical colleges.
- Assisting technical college personnel obtain equity information

The CIEE model is adaptable to the Educational Diversity Certification Course which is currently taught at all technical colleges. Options will be explored for including the model lesson plans and activities into the WTCSB Certification Course as a means of continued equity staff development beyond grant funding.

The Nontraditional Occupation Roundtable Meeting involved people representing technical colleges, community-based organizations, and other groups concerned with assisting women toß access higher wage occupations. Participants shared current programs and discussed strategies to increase and support women's employment in the skilled trades. The consensus was that it would be very helpful to continue similar meetings to discuss current initiatives and develop additional strategies.

Federal and State initiatives and funding sources will change within the next year. Equity staff development efforts have made an impact within the colleges with many people committed to retaining and continuing the equity training. The WTCSB project objective has been to help technical college districts develop a community of persons to address gender equity issues over time. This has been done and will continue to be a focus of the staff development efforts for the subsequent year with the ultimate goal of putting equity issues on everyone's desk.

Recommendations

1) Collaborate with the WTCSB Certification Committee to incorporate the CIEE model into the Educational Diversity Course.

2) Continue efforts to use action research as a means of staff development and as evaluation of past programs.

3) Cooperate with the Department of Public Instruction, Wisconsin Vocational Equity Leadership Cadre Project, and Teen/Single Parent/Displaced Homemaker Projects to disseminate equity technical assistance.

4) Offer a roundtable meeting for persons involved in helping women obtain employment in higher wage occupations.

5) Explore options for infusing equity issues in School-to-Work initiatives.

6) Consider forming coalitions to identify NTO career counseling groups and information available.

7) Continue to offer graduate credits for staff development.

8) Continue to research and add suggested activities to the CIEE model to make it simple and easy to use for district equity trainers.

Appendix A

Creating an Inclusive College Environment

Rationale for a Postsecondary Supplement to GESA

The GESA Model requires some adaptations to make it more appropriate and useful in the postsecondary system. A proposed postsecondary supplement would be complete with additional content, activities, reading materials, teaching aids and observation forms for differing classroom and laboratory presentations as well as other methods of recording biased and stereotypical behavior. The supplement would address different forms of classroom instruction, institutional environment, and the adult learner. The purpose of this supplement is to provide recommendations for topics and resources to teacher-trainers at the postsecondary level.

Equity staff development activities would address the following competencies:

- Pedagogical skills for differing learning styles and cultural backgrounds.
- Educational infusion to remove bias and stereotyping in:

  Curriculum
  Instructional Materials
  Student-Teacher Interaction
  Language
  Learning Environment

- Understanding cultural and sex-biased expectations and student success.
- Ability to design strategies to achieve identifiable outcomes:

  Recruiting of NTO Students
  Clustering of NTO Students
  Peer Support and Mentoring
  Role Models
  Identifying Curriculum for NTO Training

The following supplemental materials need to be developed:

- Resource Suggestions and Use of Resources:

  Anecdotal Information
  Videotapes for Systems Use
  Annotated Resource List
  Teaching Aids Depicting Adult Learners
  Research Articles About Equity in Technical College Classrooms

- Course Organization to Include:

  Motivation
  Management
  Harassment
  Other

- Pedagogical Techniques Appropriate to the Adult Learner:

  Use of Postsecondary Terminology
  Activities to Illustrate Inequities in College Classrooms
  Alternate Activities for Personnel Not in the Classroom
  Observation Forms for Laboratory or One-On-One Teaching
  Role Playing Situations of Adult Learners

Creating an Inclusive Educational Environment

Vision Statement

An inclusive educational environment encourages respect of unique personal attributes, recognizes and responds to the changing diverse populations and promotes effective interaction within the Wisconsin Technical College System Board (WTCSB). The inclusive environment provides opportunities for all students to be successful.

Mission Statement

1. Develop interactive strategies to promote optimal productivity.
2. Respond to diverse populations of the local college, community and global workforce.
3. Investigate ethical and legal implications and traditional college environments.
4. Promote behavioral change through self-evaluation of bias within college environment.

Introduction

The following model, Creating an Inclusive Educational Environment (CIEE), represents efforts of a statewide committee working on gender equity issues within the WTCS. It was prepared by a statewide task force of professionals who have worked closely with the public school sector, the WTCS, and the university system. For the last several years the GESA (Gender Ethnic Expectations and Student Achievement) staff development initiatives have provided postsecondary educators with an opportunity to understand and enhance their professional pedagogy/instructional services related to gender and ethnic issues within the college environment. This document expands the concepts of the GESA model to include a framework to institutionalize equity considerations within an integrated model; the CIEE model reflects student, staff, community and business interests related to not only gender and ethnicity, but ALL diverse needs within the college environment. Our hope is that this document will be used as a catalyst for discussion, policies and college-wide staff development.

Previous legislative mandates have resulted in fragmented efforts in providing services to special populations. Colleges were often dependent upon grants and other "soft monies" to provide these services. Additionally, faculty and staff have not been afforded the opportunity to fully understand and respond to diverse populations currently enrolled in our WTCS. Three decades later it became clear to this committee that colleges must provide a cost efficient, integrated model to ensure all students' needs are being met in an equitable manner. As we approach the 21st century, with reduced federal aids, rising minority population and business and industry's demand for increased accountability, all colleges would benefit (both from recruitment and retention perspectives) by developing an inclusive college environment model for institutional change--not short-term change based on unpredictable funding and legislative directives. "Institutionalizing" suggests that all segments of a college environment are both aware of special populations needs and are responsive to these needs. This would include program advisory committees, local business and industry, minority constituents, district boards, technical college task forces, program/curriculum development committees, and all other groups with vested interest in quality education.

The CIEE model represents what is thought to be the essential components/dimensions/themes to ensure inclusivity throughout the WTCS. That is, given the following vision, mission statements and corresponding themes, colleges can be relativey assured that they are responding to broad-based equity expectations on an institutional-wide basis. From these frameworks a variety of practical applications will be realized including, but not limited to:

-State and national program evaluation criteria.
-Policy and procedural guidelines.
-Curriculum development.
-College-wide staff development.
-Business and community relations.
-Assessment and accountability.

The committees suggest that the CIEE model be used as a catalyst for discussion and review of current attitudes, policies, and ultimately practices within each individual technical college. College administrators are encouraged to disseminate and refer to this model in an attempt to form statewide cohesion and a universal framework in meeting the diverse educational needs found within the WTCS. Ongoing discussion, deliberation and collaboration will be essential to truly "institutionalizing" an inclusive college environment through the WTCS.

Mission Statement and Objectives

Develop interactive strategies to promote optimal product:

- Assessment and accountability issues.
- Pedagogy (interaction strategies, teaching methodology, learning strategies).
- Job placement needs.
- Effective communication/interactive strategies.

Diverse populations of the local college community, global: (Understanding the community with the ability to respond to the changing demographics - knowing what is out there in order to react).

- Recruitment and retention needs.
- Post-community and global marketplace (Southeast Asian, Catholic, Hispanic, Language in the USA).
- High school articulation (How many are in technical courses, science, etc.).
- Business and industry articulation.
- Labor force trends.

Ethical/legal implications of "traditional" colleges:

- Current laws and mandates.
- Institutional/staff diversity (community diversity) Role Models (formal and informal).
- Faculty/staff diversity (community diversity) Role Models.
- Professional concerns (What am I doing?). Ethnicity-what is my responsibility? Personal liabilities and responsibilities?

Behavioral change through self-evaluation:

- Professional development.
- Evaluation criteria alternatives.
- Recertification issues.
- Personal growth opportunities.

Task Force Members

Carol Craig-Chippewa Valley Technical College

Pat Cartwright-Madison Area Technical College

Jean Kapinsky-Northcentral Technical College

Connie Swift-Fox Valley Technical College

Barbara Dougherty-Center on Education and Work (UW-Madison)

Lorayne Baldus-Center for Vocational, Technical and Adult Education (UW-Stout)

Appendix B

Creating an Inclusive Educational Environment
Course Outcome Summary

District: Wisconsin Technical College System:
Developers: Lorayne Baldus

Course Title: Creating an Inclusive Educational Environment
Course Number: 199-575A
Credits: 1
Hours of Instruction: 40

	Hours in class:	Hours outside effort:
A. Classroom Presentation	15	
B. On Campus Laboratory and Clinicals		15
C. Individualize/Independent Study		10
D. Simulated or Actual Work Experience		
E. On-the-job experience		

Course Description: Equity Curriculum for the Wisconsin Postsecondary Colleges. Utilizes peer coaching, mentoring, classroom observation, feedback, and discussion to help participants analyze personal behaviors and interactions with persons of differing cultures, gender, economic and social backgrounds. Designed to create a climate of respect within classrooms and college environment for all individuals regardless of ethnicity, disability, culture, gender or sexual orientation.

Course Goals:
1. Develop interactive strategies to promote optimal productivity.
2. Respond to diverse populations of the local college, community and global workforce.
3. Investigate ethical and legal implications and traditional college environments.
4. Promote behavioral change through self-evaluation of bias within the college environment.

Text/Resources:

Grayson, Dolores and Martin, Mary, GESA Facilitator, 1990, 1988, Graymill

Sadker, David and Myra, Failing at Fairness, 1994, Charles Scribner's Sons

Sandler, Bernice and Hoffman, Ellen, Teaching Faculty Members to be Better Teachers, Feb. 1992, Association of American Colleges

Tinto, Vincent, Student Success and the Construction of Inclusive Educational Communities, January, 1995, American Assoc.of St. Colleges & Universities

Sandler, Silverberg and Hall, The Chilly Classroom Climate, A Guide to Improve the Education of Women, 1996, National Assoc. for Women in Education (NAWE)

Nash, Margaret and Dougherty, Barbara, Changing Roles of Men and Women, 1991, Center on Education and Work, UW, Madison

Supplies:

Invisible Rules: Men, Women and Teams,
The Power Dead-Even Rule and Other Gender Differences in the Workplace
Tale of O; On Being Different
Land of "O'S
Power Pinch
Sexual Harassment: Shades of Gray
Sexual Harassment - What it is and Why Should I Care?
Skin Deep

Creating an Inclusive Educational Environment

Core Abilities:

- Recognize the differences (gender, age, ability, race, ethnicity, socio-economic status, religion, sexual orientation, etc.) within a diverse society in order to promote understanding for a cooperative work and social environment
- Recognize the influence of diverse cultural perspectives on human thought and behavior
- Communicate effectively through gender neutral language that reflects sensitivity to the diversity in our society
- Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior
- Recognize one's personal motivations for specific behaviors and interactions in today's multi-cultural, diverse society
- Recognize and communicate one's strategies for accomplishing objectives

Competencies and Performance Standards	
1 **Analyze equity research as it relates to teaching effectiveness, classroom interactions, resource materials and environment for bias**	**Criteria - Performance will be satisfactory when:** • participant identifies behaviors that impact on student achievement and retention. • participant analyzes educational climate through the use of an observation/ recording instrument.
2 **Effectively use observation and coding to determine and evaluate individual behavior in college environment interactions.**	**Criteria - Performance will be satisfactory when:** • participant evaluates results of observation and coding to identify strategies to improve student climate. • participant identifies and evaluates appropriate communication styles and interpersonal behavior to eliminate bias and stereotyping.
3 **Analyze results of observation and coding to create an action plan designed to modify personal interaction behaviors to eliminate bias and stereotyping.**	**Criteria - Performance will be satisfactory when:** • participant analyzes outcomes of observation to plan strategies to create an equitable climate for all students • participant incorporates verbal and written communication styles to eliminate bias and stereotyping.
4 **Assess the results of discrimination and harassment on student achievement and retention to create a plan for a discrimination-free educational environment.**	**Criteria - Performance will be satisfactory when:** • participant identifies factors that constitute a discrimination free environment • participant creates an action plan to provide for an inclusive, friendly environment free from discrimination and bias.

Classroom Interactions and Student Achievement

Learning Plan 1

Performance Expectations
1 **Analyze equity research as it relates to teaching effectiveness, classroom interactions, resource materials and environment for bias**
Criteria - Performance will be satisfactory when: • participant identifies behaviors that impact on student achievement and retention. • participant analyzes educational climate through the use of an observation/recording instrument.
Conditions - Competence will be demonstrated by: • Participation in observation and coding to detect behaviors that encourage or discourage student achievement.

Learning Objectives:

a Identify interpersonal, teaching and classroom behaviors that encourage or inhibit student learning.
b Analyze factors that constitute discriminatory behavior.
c Identify common discriminatory behaviors in student interactions.
d Analyze, though observation and coding, individual interactions .

Creating an Inclusive Educational Environment

Learning Activities:

Read and respond to: GESA Handbook, pp. 9-20; Failing at Fairness; pp. 161-196

Discuss: What are the mico-inequity expamples in our surroundings. (Small every day interactions in which individuals are treated differently because of their gender, race, abilities or age)

View Video, (Example, "Tale of O" and/or "Land of O's") to identify and analyze factors of how "being different" affects student achievement and retention.

In small group settings, share individual instances of acceptance/rejection and relate this to the biases and stereotypes present in our educational setting.

Discuss the effect of environment and expectations on student learning.

View video, "Breaking the Silence" and use the attached study guide to discuss classroom strategies and student involement/learning.

Role play teaching situations that depict grouping, response opportunities, wait-time, acknowledgement and feedback.

Practice coding a classroom, laboratory or group situation to assess the frequency and distribution pattern of instructional contact or group interaction.

Discuss discrepancies in coding and determine procedure to be followed by all participants.

Assignment - Read: "The Chilly Classroom Climate, A Guide to Improve the Education of Women;" (Introduction, pp. 1-6, How The Classroom Experience is different for Men and Women, pp.7-20, and Questions for Faculty Members: Examining Your Own Class for Inadvertent Bias, pp.95-96.)

Assignment: Form teams and set observation schedule. Evaluate instructional area, classroom resource materials and college environment for bias and stereotyping. Read communication handouts.

Performance Assessment:

Participants plan and execute observation schedule

Participants analyze results to determine personal interactions.

Communication and classroom learning
Learning Plan 2

Performance Expectations
2 Effectively use observation and coding to determine and evaluate individual behavior in college environment interactions.
Criteria - Performance will be satisfactory when: • participant evaluates results of observation and coding to identify strategies to improve student climate. • participant identifies and evaluates appropriate communication styles and interpersonal behavior to eliminate bias and stereotyping.
Conditions - Competence will be demonstrated: • by completing the observation exercise and discussing the outcomes. • by identifying strategies to change observed behaviors. • by use of verbal and written communication to eliminate bias and stereotyping.

Learning Objectives:

a Evaluate, through observation and coding, personal behaviors that encourage or discourage student participation

b Examine the effect of teaching strategies (wait time, grouping, physical closeness, expectations, questioning) on student learning and participation.

c Evaluate communication styles and usage for bias and stereotyping.

d Analyze resource materials for bias and stereotyping.

Learning Activities:

Discuss results of observations (wait time, grouping, feedback, response opportunities) and compare results to the research reviewed.

View video depicting male/female communication styles, "Invisible Rules, Men Women and Teams" or The Power Dead-Even Rule." Compare points made in video to previous discussion of observations completed.

Read "The Chilly Classroom Climate, A Guide to Improving the Education of Women and "Cooperative Learning," (Pedagogy and the Classroom" pp. 37-47, How Can Greater Participation on the Part of the Silent Students be Encouraged? pp. 73-86 and Communication Styles, pp. 20-28).

Read Cooperative Learning excerpt from "Structuring a Learner-Centered School," pp. 107-110.

Role play teaching situations using higher order questioning techniques. Discuss the use of questioning techniques in relation to learning styles, class size and composition, culture, perceived abilities, and expectations.

Analyze different teaching strategies; i.e. small-group techniques, lectures, discussion groups, cooperative learning , laboratories, in relation to student learning styles

Examine present instructional procedures (subject matter, reason for teaching, resource materials, instructional objectives, teaching strategies, student expectations) and classroom climate relating to achievement of students with differing abilities, learning styles, backgrounds and cultures.

Complete communication assessment device.

Evaluate personal communication styles for bias and stereotyping through peer observation of higher order questioning, probing, touching, attention, listening, and helping strategies.

Creating an Inclusive Educational Environment

Performance Assessment:

Identify, through coding and observation, interactions with student/faculty, faculty/staff and anlyze impact on college environment.

Critique interpersonal interactions and determine strategies to improve college climate.

Evaluate educational environment (resource books, pictures, role models, college bulletins, etc.) for bias and stereotyping.

Attitudes and Interactions Creating Inclusiveness
Learning Plan 3

Performance Expectations
3 **Analyze results of observation and coding to create an action plan designed to modify personal interaction behaviors to eliminate bias and stereotyping.**
Criteria - Performance will be satisfactory when: • participant analyzes outcomes of observation to plan strategies to create an equitable climate for all students • participant incorporates verbal and written communication styles to eliminate bias and stereotyping.
Conditions - Competence will be demonstrated: • by developed plan for environmental/instructional changes to facilitate learning for all students. • by incorporation of nondiscriminatory behaviors as evidenced through action and attitude in student interactions.

Learning Objectives:

a Examine and reflect on personal beliefs about equity and student achievement.
b Analyze personal behaviors for acceptance/rejection.
c Create an action plan to implement equitable practices within the college environment.
d Incorporate equitable practices within personal environment.

Creating an Inclusive Educational Environment

Learning Activities:

View and discuss cultural diversity video, i.e., "Skin Deep" excerpt or other video.

Discuss results of observation of classroom arrangement, work groups, teacher attitude (listening, voice, level of questioning etc.), evaluation methods, relating to student achievement/retention.

Read Unpacking the White Knapsack, (and other resource materials for cultural bias/learning).

Read: "The Chilly Classroom Climate, A Guide to Improving the Education of Women ;" (Intersections - Difference Matters, pp. 29 - 35).

Examine instructor expectations (i.e. absence excuses, report quality, discussion participation, appearance, mannerisms) as related to differing economic, physical, gender, cultural, ethnic and marital backgrounds.

Evaluate personal behaviors and attitudes as they relate to acceptance of student, teacher/student interaction, and student achievement and retention.

Develop a personal action plan to address specific teaching, learning, social strategies for improved student/teacher interaction and student achievement.

Performance Assessment:

Developed action plan to incorporate specific teaching/ learning/ social strategies for improved personal/classroom interactions designed to eliminate stereotypical, biased behavior. The long-term result is improved student learning, retention and achievement.

Discrimination- free environment
Learning Plan 4

Performance Expectations
4 **Assess the results of discrimination and harassment on student achievement and retention to create a plan for a discrimination-free educational environment..**
Criteria - Performance will be satisfactory when: • participant identifies factors that constitute a discrimination free environment • participant creates an action plan to provide for an inclusive, friendly environment free from discrimination and bias.
Conditions - Competence will be demonstrated: • by creating and maintaining a learning environment that is free of discrimination and harassment

Learning Objectives:

a Define the issues of discrimination and harassment as they impact on the college environment.

b Evaluate examples of discrimination and harassment within the college environment and discuss the impact on student retention and achievement.

c Evaluate personal communication styles and usage for bias or discriminatory environment.

d Develop a plan to create a discrimination free environment.

e Establish personal environment that is free from discrimination and harassment.

f Advocate for an inclusive educational environment that is free from stereotypical and biased behavior.

Creating an Inclusive Educational Environment

Learning Activities:

View harrassment video

Define discrimination and harrassment within the college setting.

Using small group discussion, analyze harrassment case studies and draw conclusions regarding current college environment.

Describe typical situations that may constitute discrimination and harrassment within college settings and analyze the effect upon students.

Play game (differences, in/out's, homophobia) Discuss "How did it feel?

View Video, (I.e., "Hate, Homophobia and Schools,") and discuss physical and emotional risks.

Analyze environment and resource materials for discrimination and bias.

Performance Assessment:

Evaluate educational environment for examples of discrimination or harrassment to develop specific plans to create an environment free of stereotypes, prejudice and bias.

Appendix C

University of Wisconsin-Stout
Menomonie Wisconsin 54751-0790

TO: Frances Johnson

FROM: Lorayne Baldus

DATE: June 10, 1996

SUBJ: Educational Diversity Certification Course #69 and CIEE

Enclosed are the minutes from the Fox Valley Technical College Focus Group, an excerpt from the "Introduction" to Women of Color and the Multicultural Curriculum: Transforming the College Classroom, materials for the draft CIEE course, and rationale.

I have condensed the NTC Focus Group discussion from a tape recording as we did not have a person taking notes. The Fox Valley discussion preceded the WIDS training session for those persons teaching the Educational Diversity Certification Course #69. The Northcentral group met after that training and their consensus is that our course would fit very nicely into the work they were doing and that our activities and methodology would enhance this certification course. Their recommendation was that John Orlofsky be contacted and presented with their suggestions and our course materials. The discussion is as follows:

Focus Group, "Creating an Inclusive Educational Environment"

The Northcentral Technical College Focus Group discussed ways to continue offering a gender/ethnic diversity course, such as "GESA" (Gender/Ethnic Expectations and Student Achievement) and the proposed postsecondary model, "CIEE" (Creating an Inclusive Educational Environment), beyond the special funding of Carl Perkins grants. The problems encountered at the technical colleges include no payment or compensatory time for instructors, lack of strong administrative support, Union rules, and once the grant is gone, the graduate credit would cost more than the segregated fees of under $20.00.

The current GESA course has created an impact within many of the colleges. The consensus was that the methodology of this class was a great way to learn. The strength of this course is that it is action research, enhancing the activity not rating the instructor. Some felt that concepts taught within this course contributed to the International courses and emphasis.

Course activities are concerned with integrating equity issues into the entire school system. Taking this course did make a difference in how participants interacted with the student and viewed the student as to whether or not they were able to succeed and be retained. The major roadblock is that most people think they are already sensitive to the diverse needs of students. All who took the course said they had a change in attitude and were looking at ways to change their classroom behaviors and environment. They described the experience as looking at personal interaction behaviors and assessing how they reacted within a given situation. It included free-flowing discussion, observation of teacher/student interaction, peer interaction,

coaching, and a commitment to self-improvement. The group felt that if this type of personal element could be incorporated into the Educational Diversity Certification Course #69, it would enhance the current and proposed diversity course. The concern was that the personal reflective process used within the GESA course might be lost if incorporated.

Discussion followed with consensus that a gender/ethnic course would survive the loss of funding if it was incorporated within Certification Course #69, and that the CIEE course objectives were within the criteria set for the course. Comments were also made that they preferred the name "Creating an Inclusive Educational Environment to Educational Diversity."

Recommendations were made that John Orlofsky should be contacted and the draft course presented to him with the suggestion that:

- CIEE has a great deal of overlap with Certification Course #69.
- CIEE compliments the material contained within the required course.

The consensus was that this is an excellent course and, if this is the way to get equity concepts and a concern for students on everyone's desk, maybe the way to go is through incorporation of the learning goals and activities within Certification Course #69.

jb

Enclosures

FOX VALLEY TECHNICAL COLLEGE
Conference/Meeting Report

Name of Conference/Meeting: GESA Focus Group

Date: March 12, 1996 Time: 11:30 a.m.

Location: Room B138

Facilitator: Lorayne Baldus Recorder: Linda Lazic

Attending: Shary Schwabenlender, Art Griggs, Bob Klein, Dottie Kramlich, Merlin Gentz, Connie Latimer, Connie Swift, Robin Rathsack, Don Pirozzoli, Shirley Simonson, Lorayne Baldus (UW-Stout)

Copies to: All of the above, Vic Baldi, Ron Toshner, Tim Andre.

Purpose of session:

Brainstorm ways to keep the GESA program going after funding ends this year. The proposed curriculum is "Creating an Inclusive Educational Environment (CIEE)".

Discussion:

After providing background information on the equity grant under which this program was developed, Lorayne Baldus addressed the need to keep the equity program, with stress on equity for all, flourishing in spite of the loss of federal funding. She noted that the current staff development efforts create awareness and excitement about diversity, but no real change. The challenge is to create change in individuals' beliefs and behavior. We need to move from soft dollars to hard dollars and develop true institutional commitment through identification of strategies needed to achieve and maintain equity in education.

Connie Swift briefly discussed her experiences with the CIEE training and its application to college-level staff. Robin Rathsack has implemented her training in the classroom and now mentors other staff to increase their awareness of their teaching behavior.

Lorayne asked how funding can be accessed and Don Pirozzoli suggested the use of School-To-Work dollars to fund CIEE training. The level of funding Lorayne has remaining will pay only for her development of the CIEE course on WIDS. Art Griggs noted that Dwight York will be discussing this issue at a conference on April 25 & 26.

Lorayne asked the group to study the WIDS course she has revised and react to it. Several suggestions were made as follows:

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- Need to add something, i.e. role playing to the course for non-teachers to better understand the concepts.
- Try to stay away from a multicultural focus; this is a much broader issue and the core abilities need to cover everyone. This is a good place for examples but it's too heavy on the writing aspect.
- Use culture in a very broad sense; culture of work place, families. The concepts are being incorporated into the diversity course.
- Need to build references to these concepts in the College's mission, strategic objectives, values, institutional effectiveness, assessment and vision statement. Make it part of the detailed plan for learning in every part of our curriculum.
- Weave diversity into curriculum design and into the operational planning process. This is not a stand-alone item.
- Need funding to train staff to develop a personal awareness of the changes that need to take place.
- Need orientation for new teachers and mentoring for all teachers -- not just new staff.
- Combine areas of gender equity, minority, special needs into one unit. Use an Equity Coordinator to pull it all together.

In Conclusion:

Lorayne plans to focus on FVTC, Northcentral Technical College and Madison Area Technical College in this next year. This is a highly motivated group of colleges who can pilot and measure the effectiveness of the program. Dr. Baldi and Merlin Gentz can then take the success story to the rest of the state's technical colleges.

Shary noted that she gets data by program on special populations. We can use that data to promote equity issues and thereby, improve our performance. Carol Mishler, Director of Planning Research and Development should become involved.

It was agreed that every staff member needs to experience the change in beliefs and behavior that this training can trigger. Equity for all students means better learning. Further, Merlin noted that FVTC has 1,000 business leaders serving on advisory committees at the College; if FVTC staff model equity, it will spread to the community.

Lorayne will also go to Northcentral Technical College, Madison Area Technical College and perhaps, Milwaukee Area Technical College to discuss the same issues. Her goal is to learn whether the curriculum, once developed, will be utilized and she will then focus on the development of the course which will be given to those who advocate equity to be used as staff development.

Transforming the College Classroom

The following excerpt succinctly describes the need for faculty staff development in equity issues.

Liza Fiol-Matta, in the introduction to the book, Women of Color And The Multicultural Curriculum: Transforming the College Classroom writes; ". . .this is not to say, of course, that all faculty embraced these initiatives with open minds and willing spirits. Much transformation work naturally has had to address faculty resistance. This is easier to understand if we consider the difficulty and scope of what we are asking college instructors to do. They are being asked to value new areas of knowledge, both in their work with their students and in their fields, as well as be willing to address their own race, class, ethnicity, and gender assumptions. To do this work faculty members must reassess their ideas of what the academic community is, of who it (and their own work within it) includes and who it excludes. Faculty must be willing to recommit to a different, diverse community.

Inclusions of the scholarship on women of color is not only working against ignorance and apathy; it is also overtly antiracist, anticlassist, antisexist work. Furthermore, we cannot overlook that the necessary internal and difficult antiracist and antisexist work begins with the instructor. One cannot teach or ask another to teach about class and ethnic difference (which inclusion of minority women will inevitably bring up) without having explored one's own class and ethnic background. This is a prelude to consciously connecting to how our language, our choice of words, our interests, our assumptions--even when we think we are the most conscientious and conscious of people--reverberate in the shared space that we create in a classroom, laboratory, or mentoring relationship. Thus, because the objectives of the program could not be achieved without transforming the teacher, this was also a program of faculty education. Successful projects do not assume that those we are asking to transform, revise, integrate, balance, or infuse specific courses, will have the language and experience of self-critique.

. . . Just as the higher education curriculum is one of the most visible areas of exclusion in our society, our colleges and universities must also be among the most visible arenas of engagement and change. Despite the increasing reliance on corporate and business models in higher education administration, there are still two essential components in the learning process--teacher and student, facilitator and learner. Working in diverse communities requires methodologies and philosophies that must be rethought, taught, learned and fostered. Ignoring this is tantamount to wishing to turn back the calendar to "comfortable" days when certain people were "college material" and others were not, when students and teacher who were victimized by attacks and slurs would take it quietly and disappear. The college campus and the college classroom are, by virtue of their diversity, community scenarios for transformation."

In summary, it is simply that we think we are accepting, nondiscriminatory persons, but often our actions and words are inadvertently discriminatory as a result of our past cultural history and perceptions. All of us can benefit by objective observation of our personal interactions.

Source: Fiol-Matta, L. and Chankulais, M. K. Women of Color and the Multicultural Curriculum Transforming the College Classroom. Feminist Press. City University, New York, 311 East 94th Street, New York, NY 10128. (1994)

Edited by: Lorayne Baldus, CVTAE, University of Wisconsin-Stout, Student Health Center Building, Menomonie, WI 54751. (1996)

Appendix D

Wisconsin Nontraditional Employment for Women
Roundtable Meeting
A Preconference to the Governor's Employment and Training Conference

Tuesday, May 14, 1996
Grand Milwaukee Hotel, Milwaukee Wisconsin

AGENDA

8:30 -- 9:00	Registration, Continental Breakfast
9:00 -- 9:15	Overview of Day **Fran Johnson, Equity Consultant, Wisconsin Tech College System Board** **Lorayne Baldus, Equity Staff Development, UW-Stout**
9:15 --10:00	An Overview of Nontraditional Training and Employment for Women-Where we Have Been and What is the Future? **Estella Cortinas, Department of Labor, Women's Bureau**
10:00-10:15	Break
10:15-11:00	Mini Roundtable Initiative Discussions-Each Group Will Have a Leader But You Are Expected to Participate in The Discussion. Choose an Issue: • Federal/State Transportation Initiative to Increase Minority and Female Employment in Road Building. **Rita Renner, YWCA-Greater Milwaukee** • Options for Nontraditional Employment in W-2 and the Partnership for Full Employment. **Eileen Mershart, Wisconsin Women's Council** • Apprenticeship-Where Are We and What is the Future for Nontraditional Employment Initiatives in This Area? **Karen Morgan, Bureau Apprenticeship Standards** • One Stop/Job Centers-How Can Nontraditional Employment Be Integrated? **Nancy Hoffman, YWCA-Greater Milwaukee** • School-To-Work/Tech Prep and Youth Apprenticeship - How Can Nontraditional Careers Be Promoted and Supported? **Lorayne Baldus, Equity Staff Development, UW-Stout**
11:00-11:15	Transition to Next Group
11:15-12:00	Repeat Sessions on Initiative Discussions
12:00 - 1:00	Lunch (Provided by UW-Stout Carl Perkins Staff Development Sex Equity Grant)

1:00 -- 2:00	Mini Roundtable Discussion What Are the Resources for Nontraditional Employment That Continue to be Available in the Future? **Nancy Hoffman, YWCA-Greater Milwaukee** **Fran Johnson, Equity Consultant, Wisconsin Tech College System Board** **Sharon Spangberg, Wisconsin Tech College System Board** **Eileen Mershart, Wisconsin Women's Council**
2:00 -- 2:45	Mini Roundtable Discussion How Can We Reframe the Issues in Light of the Future Legislation to Assure That Block Grants and Other Programs/Funding Incorporate Nontraditional Training and Employment as a Key Component. **Nancy Hoffman, YWCA-Greater Milwaukee** **Fran Johnson, Equity Consultant, Wisconsin Tech College System Board** **Sharon Spangberg, Wisconsin Tech College System Board** **Eileen Mershart, Wisconsin Women's Council**
2:45 -- 3:00	Break
3:00 -- 4:00	Groups Report Back and Reports Consolidated

Wisconsin Nontraditional Employment for Women Roundtable Meeting

Synopsis

Comments from the morning discussion groups are included as they were reported and recorded at the meeting. The afternoon session discussion questions were combined and synthesized as participants were divided into four groups, each discussing the same question. Original responses are on file at CVTAE, UW-Stout.

The afternoon session discussion questions were: "What are the resources for nontraditional employment that continue to be available in the future?" and "How can we reframe the issues in light of the future legislation to assure that block grants and other programs/funding incorporate nontraditional training and employment as a key component?"

The resources identified as currently available included:

- Technical College career centers
- Job Centers
- Trade organizations
- Unions
- Apprenticeship Bureaus
- Women's Bureau
- Partnerships with businesses

Suggested strategies to develop or build upon resources to help women obtain employment in higher wage occupations included:

- Strengthening coalitions between service providers, employers, employees, and communities
- Accessing training funds through foundations, corporations and block grants
- Advocate through public and political awareness:
  - Trade magazines
  - Videos
  - Case managers
  - Legislative lobbying
- Emphasis on NTO equity career information on apprenticeship and trades by incorporating into Job Center information througth inclusion of:
  - NTO as a component of the menu of services
  - NTO standards and performance outcomes
  - Requiring NTO for approval of funding budget/measurement
  - Employment of NTO role model in Job Center

Twenty-nine people responded to short, open-ended evaluation questions. In summary, participants liked the roundtable format of the meeting. They all commented they liked the opportunity to network, discuss issues and share information. The exchange of information was relevant and many gained new ideas and strategies that can be used daily. The opportunity to meet people from different agencies and organizations was valuable. All said they received new information such as ISTEA, apprenticeships, future funding prospects, block grants, W-2, and suggestions for coordination and training with other agencies. Different perspectives were gained of what others were doing to assist women access higher wage occupations. Participants asked for more opportunities to network and share information. A suggestion was made that it would be nice to have a center or clearing-house on NTO information. Those persons responding asked for more time and sessions to formulate follow-up strategies and implement programs to help women in NTO.

NTO Roundtable Meeting
May 14, 1996

COMMENTS (Yellow Sheets)
Morning Sessions

One-Stop/Job Centers

- Integration of NTO
  - Job Net: Enhance to include NTO prompts.
  - Develop strong network with "Local Collaborative Planning Team."
  - Higher level advocacy.
  - Liaison with tech colleges/universities.
  - Marketing!!!
  - Include NTO into one-stop/job centers standards.

Job Center Group

- Ideas to take back locally:
  - Inform and obtain allies at Job Centers.
  - Menu of services-prepare for getting NTO information to all women.
  - 100% Marketing including:
    *Get videos to Job Centers.
    *Use existing funding/resources (i.e. JTPA).
    *Develop linkages to industry, WTCS and others.
    *Marketing to industry.
    *Using tool kit (Employment Options).
    *Career path strategy.
    *Mentor database.

Getting Women Into the Skilled Trades

  - Assessment of interests.
  - Assessment of barriers.
  - Use of mentoring, role models, support groups.
  - Early dissemination of information (Into the high schools).

- Overcoming obstacles of time delay with program entry.
  - Pre-apprenticeship classes.
  - Pre-apprenticeship jobs (Material Handler, Helper).
  - Unskilled/semi-skilled construction or related field jobs.
  - Take classes associated with trade of interest.
    *Get high school diploma or GED.

COMMENTS (Yellow Sheets) Continued
Morning Sessions

Getting Women Into the Skilled Trades (Continued)

- Challenges
  - Employers aren't training enough.
  - Emphasis on college STW might help.
  - Parents attitudes, society.
  - Need to determine aptitudes and interest.
  - Harassment.
- Success factors:
  - Attitude-Determination and work ethic.
  - Mentor or support group (esp. on site). These are more critical than the traditional "barriers" (lack of child care, etc.).
  - Older women may be able to handle the realities, draw on life experiences.
  - Hands-on introduction to trades needs to be expanded, especially in tech colleges.
  - There are models to draw on Chicago Federal Project, Tools for Tomorrow, Mechanical Technical Aptitude at FVTC.

Reviewed Information on W-2 and PFE Training

- Discussed negatives and positives:
  - \+ Employer and CBO links.
  - \+ New act institutionalization.
  - \+ Linkages with employers.
  - \+ CBO working together to eliminate duplication of services.
  - \+ Job service plays a major role.
  - \+ Women are going to work faster with the push to employment.
  - \- Training time restrictions.
  - \- Wage cap.
  - \- Even apprenticeship pays > minimum wage.
  - \- No appeal process.
  - \- System not in place for max use of 24 month cap.
  - \- 40 hours of participation regardless of circumstance.
  - \- Child care co-pay and reimbursement rates.
  - \- 7.5 percent co-pay for child care.
  - \- Limited training - who will be affected - how?
  - \- Is there support at the State level to encourage NTO.

COMMENTS (Yellow Sheets) Continued
Morning Sessions

Reviewed Information on W-2 and PFE Training (Continued)

- Discussed negatives and positives:
  - Wage cap.
  - What happens if minimum wage increases?
  - Lowest bid will get the contract.
  - No job search activities.
  - No appeal process - who will monitor process?
  - Who will educate employers about the barriers they (employees) will face?
  - Will employers be willing to take risks employing AFDC participants?

Transportation Initiatives

- How can the Milwaukee program expand - in SE Wisconsin and other areas of the state.
- The programs has been successful and could fit the W-2.
- Employer involvement is key:
  - Get them involved in training.
  - Look for ways for employers to fund the training.

School-to-Work

- Bring the two leadership groups together:
  - School-to-Work and Statewide Leadership.
- Start early (K).
- Create ad hoc group to identify all NTO career counseling information. Needs to be systematic to bring all players together. Add to teachers training. Use NTO leadership focus group on NTO - someone to coordinate. Power in numbers - coalitions.